



## *Office of Learning & Disability Services*

### **Documentation Guidelines for Accommodation Requests**

Students requesting academic and/or housing accommodations on the basis of a disability are required to provide current, reliable disability diagnosis documentation by a qualified professional.

**1. Evaluations must be conducted by a qualified professional.**

A qualified professional may vary according to the nature of disability, but is someone who has a professional relationship with the student (such as a physician, psychologist, licensed mental health provider, physical therapist, etc.) and is fully qualified to assess and verify eligibility under the Americans with Disabilities Act (ADA) of 1992, the Americans with Disabilities Act as Amended (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973.

**2. Documentation must be up to date.**

Documents should be current, generally within the last five years, with some variability based on condition.

**3. Documentation must include ALL required elements.**

- a. **Be on official stationery/letterhead.** Should include the signature, typed name, title, professional credentials, and contact information of the evaluator.
- b. **Indicate how long the student has been a patient/client of the evaluator.** This should be in quantifiable terms (specific number of years, months, etc.).
- c. **Include the diagnosis.** Should indicate the date diagnosed and the date of the most recent evaluation.
- d. **List the procedures/tests used to determine the diagnosis.** These will vary by disorder but might include medical evaluations, clinical interviews, cognitive tests, academic fluency tests, and/or rating scales. If standardized testing is administered, please include subtest, scale and total scores from all tests administered, as well as an interpretation of the results.
- e. **Describe the functional impact of the diagnosis.** Common major life activities (walking, breathing, sleeping, seeing, hearing, learning, reading, concentrating, thinking, communicating, and socializing) that might be impacted by the diagnosis in an academic and/or residential setting.
- f. **Indicate the anticipated duration of the functional impact.** Is this a condition for which follow-up is needed to reassess functional impact after a period of time? Or is functional impact anticipated for the duration of the student's studies at King University?
- g. **Recommended accommodations in an academic and/or residential environment.** This includes indicating how those accommodations would reduce the functional impact of the disability diagnosis.
- h. **Known history of previous accommodations used in an academic or residential environment.**

**Additional Notes:**

- A secondary school plan such as an Individualized Education Plan (IEP) or 504 Plan does not alone constitute documentation of disability but may be included in a student's overall documentation submission.
- Statements written on a physician's prescription pad, or those written by the student and then signed by a health care provider, are not sufficient as documentation of a disability.
- A parent or close relative of the student will not be considered a qualified professional for the purposes of providing disability documentation in support of accommodation requests.
- While reliable disability diagnosis documentation is required, King University does not grant accommodations **solely** based on the recommendations of care providers. The determination is made based on all information relevant to the documented functional limitations caused by the disability in relation to the academic and/or residence life program.

Documentation may be submitted to the Office of Learning & Disability Services in electronic format (PDF preferred) at the time of the completion of the Accommodation Request Form, submitted using our [Secure Document Upload](#), or mailed to: King University, Office of Learning & Disability Services, 1350 King College Rd., Bristol, TN 37620.